

**THE EFFECTIVENESS OF AUDIOLINGUAL AND TASK-BASED
LEARNING METHODS IN TEACHING GRAMMAR OF WRITING
(A Quasi-Experimental Study at 7th Grade of a Public Junior High School in
Boyolali in The Academic Year of 2016/2017)**



A Thesis
Submitted as a Partial Fulfillment of the Requirements for Getting
Undergraduate Degree of Education of English Department

Ananda Rio Alif Pradana
K2210005

TEACHER TRAINING AND EDUCATION FACULTY
SEBELAS MARET UNIVERSITY
SURAKARTA
2017

PRONOUNCEMENT

I would like to certify that the thesis entitled **“The Effectiveness of Audiolingual and Task-Based Learning Methods in Teaching Grammar of Writing (A Quasi-Experimental Study at 7th Grade of a Public Junior High School in Boyolali in Academic Year of 2016/2017)”** is really my own work. It is not a product of plagiarism or made by others. Everything related to others' works is written in quotation, the sources of which are listed on the bibliography.

If then this pronouncement proves wrong, I am ready to receive any academic punishment.

Surakarta,

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Ananda Rie Alif Pradana

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This thesis has been approved by the consultants to be examined by the Board of Thesis Examiners of the English Education Department of Teacher Training and Education Faculty of Sebelas Maret University Surakarta.

TITLE : The Effectiveness of Audiolingual and Task-Based Learning Methods in Teaching Grammar of Writing (A Quasi-experimental Study at 7th Grade of a Public Junior High School in Boyolali in The Academic Year of 2016/2017)

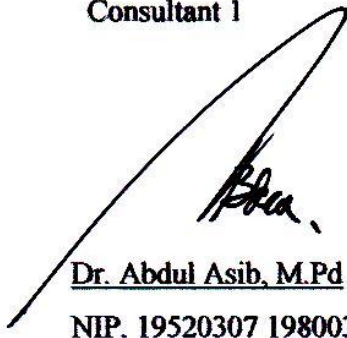
NAME : ANANDA RIO ALIF PRADANA

NIM : K2210005

On :


Approved by:

Consultant 1



Dr. Abdul Asib, M.Pd
NIP. 19520307 198003 1 005

Consultant 2



Kristiandi, S.S., M.A.
NIP. 19770720 200112 1 001

APPROVAL OF THE BOARD EXAMINERS

This thesis has been examined by the Board of the Examiners of Teacher Training and Education Faculty of Sebelas Maret University Surakarta and has been approved to fulfill one of the requirements for obtaining the Undergraduate Degree in English Education.

Day :

Date :

Board of Examiners:

1. Chairman

Teguh Sarosa, S.S., M.Hum.
NIP. 19730205 200604 1 001

2. Secretary

Ellisa Indriyani Putri Handayani, S.Pd., M.Hum
NIK. 19821222 20130201

3. Examiner 1

Dr. Abdul Asib, M.Pd
NIP. 19520307 198003 1 005

4. Examiner 2

Kristiandi, S.S., M. A.
NIP. 19770720 200112 1 001

Signatures: *

(.....)

(.....)

(.....)

(.....)

Teacher Training and Education Faculty

Sebelas Maret University



Prof. Dr. Joko Nurkamto, M.Pd.

NIP. 19610124 198702 1 001

ABSTRACT

The aims of this research are to investigate: (1) whether there is a significant difference in grammar mastery of writing between the students taught using audiolingual method and those taught using task-based learning; and (2) whether the students taught using audiolingual method have higher grammar mastery of writing than those taught using task-based learning. The research method used in this study is a quasi-experimental research design. This research was conducted at a Public Junior High School in Boyolali in the academic year of 2016/2017. The population of the research is the seventh grade of a Public Junior High School in Boyolali. The samples were class VII C as the experimental class which consists of 31 students and class VII A as the control class which consists of 31 students. The research instrument used to collect the data in this study is test. The data were analysed by using t-test formula. The computation of the t-test shows that t observation (t_o) = 2.447 is higher than t table (60, 0.05) = 1.960. Therefore, it can be concluded that there is a significant difference in grammar mastery of writing between students taught using Audiolingual Method and those taught using Task-Based Learning. The mean of the scores of the experimental group is 77.74, while the mean of the scores of the control group is 70.88. Therefore, it can be concluded that the students taught using Audiolingual Method have higher grammar mastery of writing than those taught using Task-Based Learning.

Key words: *audiolingual method, task-based learning, grammar mastery of writing.*

MOTTO

“Lebih baik pulang nama daripada gagal di medan laga”

-Kopassus-

DEDICATION

This thesis is dedicated to:

- My beloved Papa in Heaven
 - My beloved Mama
 - My younger brother
 - All my friends

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Surakarta, July 2017

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